Educational achievement | Wellbeing and engagement | Culture and inclusion

Priority 1: Challenged and Connected Learners - *When students are challenged and connected to their learning, they experience greater engagement, enhanced wellbeing, and stronger academic growth.*

Links to the school review improvement strategies: prioritise leadership capabilities focusing on line of sight in classrooms to enact processes and practices, broaden staff capability to analyse data to inform differentiated teaching and learning to systematically enact school-wide multi-tiered systems of support (MTSS)

Strategy 1: Learners - Know students and how they learn - Multi Tiered Systems of Support	AIP measurable/desired outcomes:
Action 1. Build Teacher Understanding of MTSS Framework **Why:** A clear understanding of MTSS principles ensures consistent and effective implementation across all tiers. ○ Provide professional learning sessions focused on the MTSS framework, including its tiers, data-driven decision-making, and intervention strategies. ○ Clarify roles and expectations within MTSS, ensuring teachers know how to support Tier 1, 2, and 3 interventions. ○ Introduce and model shared language to build consistency in understanding of Tiers 1, 2 and 3. **Action 2. Equip Teachers with Tools for Differentiated Instruction and Interventions** **Why:** Differentiation and targeted interventions are crucial for addressing diverse student needs across MTSS tiers. ○ Provide access to evidence-based instructional materials and resources tailored to different levels of support. ○ Broaden teachers' knowledge in specific tiered intervention techniques, such as small-group instruction or individualized behaviour plans. ○ Ensure teachers are proficient in using formative assessment to monitor progress and respond by adjusting teaching and learning as needed. ○ Explicitly teach and engage staff with the Personal and Social Capability continuum focussing on the elements self-awareness and self-management skills. **Action 3. Foster a Collaborative and Data-Driven Culture** **Why:** Collaboration and effective data use enable early identification of student needs and cohesive support. ○ Formalise and establish regular data conversations with cohort teams, key support staff and leadership to review behaviour, academic, attendance and wellbeing data at least once per term. ○ Create structures for seamless communication between teachers, support staff, and families through the support of inclusion case managers.	**Students Can/Will:** • Students set at least one goal each term in English and Mathematics, related to their learning. At the end of each term students will reflect on their goals. **Teachers Can/Will:** • All teachers (100%) implement and justify MTSS-aligned to Tier 1 strategies in lesson/unit plans through classroom observations and conversations. • Identify students who require Tier 1, 2 or 3 levels of support and discuss the implementation of the effectiveness of these strategies/practices. **Leaders Can/Will:** • Facilitate at least two professional development opportunities in MTSS per term to ensure teachers have access to research-informed best practices to build teacher capability. Evidenced by teachers reporting increased knowledge and ability in applying these strategies (Survey Questions AIP 2025 measured via pre and post surveys). • Conduct learning walks in Weeks 3, 6 & 9 to observe implementation on students receiving Tier 1, 2, and 3 supports.

Monitoring	Green – On track, Yellow - Under way, Red – Yet to commence			
Action	Term 1	Term 2	Term 3	Term 4
1				
2				
3				

Strategy 2: Curriculum – Know the content and how to teach it – Universal Differentiation	AIP measurable/desired outcomes:
Action 1. Provide Training on Differentiation Strategies **Why:** Teachers need a repertoire of strategies to effectively adapt the curriculum to meet diverse student needs. ○ Deliver professional learning on key differentiation techniques, such as tailored supports, flexible grouping, and scaffolding. ○ Include a focus on embedding higher-order thinking skills and real-world applications to challenge advanced learners. ○ Develop and refine tailored support practices and process in English and Mathematics. ○ Provide professional development on using Thinking skills, routines and cognitive verbs including the General Capability – Critical and creative thinking. **Action 2. Embed Collaborative and Reflective Practices** **Why:** Collaboration and reflection enhances the consistency and quality of key practices across the school. Eg. BIUW, formative assessment, MTSS, unit plans ○ Establish regular team meetings where teachers co-plan lessons, share strategies, and reflect on student outcomes. ○ Create opportunities for peer observation and feedback, focusing on differentiation practices Watching Others Work (WOW) ○ Use student work samples and case studies during meetings to analyse the effectiveness of differentiated approaches – Marker students ('A' 'B') ○ Facilitate time for teachers to share and celebrate successful differentiated lessons and student outcomes. **Action 3. Utilise Data to Drive Practice** ○ Provide training on analysing and interpreting various data sets (academic, behavioural, engagement and wellbeing metrics). ○ Broaden staff capability in analysing whole-school, cohort and individual student data to inform differentiated teaching and learning which is reflected in unit plans through formative data, ACM and MTSS	**Students Can:** • Articulate and talk about their learning – What I am learning? How I am going? How do I know? How can I improve? Where do I go for help? • Students are able to identify their level of engagement on the engagement continuum, in English, Mathematics and Science. **Teachers Can/Will:** • Implement a range of differentiation strategies in their teaching with 100% of teachers being able to reflect on the effectiveness of chosen strategies at the end of term. • Commence documenting tailored supports in unit plans. • Participate in weekly team meetings to share and build capability in differentiation. **Leaders Can/Will:** • Deliver professional learning sessions on differentiation strategies per term, ensuring 100% of teachers have access to examples and resources, with all reporting increased confidence in application by the end of the year. (Survey Questions AIP 2025 measured via pre and post surveys).

Monitoring	Green – On track, Yellow - Under way, Red – Yet to commence			
Action	Term 1	Term 2	Term 3	Term 4
1				
2				
3				

Strategy 3: Strategy: Learning – Plan and implement effective teaching and learning – Pedagogy	**AIP measurable/desired outcomes:**

Action 1. Provide Targeted Professional Development
Why: Teachers need ongoing opportunities to learn and refine strategies that align with evidence-based best practices.
  o Provide professional learning in a whole school approach to pedagogies to increase student engagement and connection to learning.
  o Facilitate co-teaching and Watching Others Work (WOW time) to provide personalised support with PP4Ls
  o Ensure access to high-quality, research-based resources and tools.
  o Schedule professional learning sessions on formative assessment and the power of feedback to inform instructional decisions.
 	
Action 2. Embed Collaborative Practices and Peer Learning
Why: Collaboration allows teachers to share ideas, reflect on their practice, and learn from each other.
  o Refine Professional Learning Communities (PLCs) or grade-level teams to analyse student data and co-design interventions.
  o Encourage peer observation and feedback cycles to foster a culture of continuous improvement.
  o Provide regular time for collaborative planning and sharing of successful strategies.
 	
Action 3. Support implementation of a whole school approach to pedagogy
Why: A whole school approach to pedagogy ensures students are appropriately challenged and supported, promoting engagement and wellbeing.
  o Build staff capability in analysing and interpreting various data types (academic, behavioural, and wellbeing metrics).
  o Encourage regular goal setting conferences with students to involve them in their learning journey.
  o Explicitly teach and prioritise the use of the engagement continuum in classrooms.
  o Broaden teacher knowledge and application of approches, practices and strategies to increase pedagogical knowledge.
	Students Can:
	• Actively participate in conversations about their level of engagement in relation to the engagement continuum.
	• Choose (choice) and talk (voice) about how they want to demonstrate their understanding in a range of learning experiences and tasks.
	Teachers Can/Will:
	• Apply strategies learned from professional development sessions (e.g., practices, approaches and PP4Ls) that support student engagement and differentiation. Evidence of this will be demonstrated through planning, implementation during classroom observations (WOW time) or learning walks
	• Participate in moderation practices/processes using formative assessment and identify approaches, strategies or practices to plan next steps for identified students. All teachers will collate formative assessment and track progress in unit plans across the term.
	Leaders Can/Will:
	• Facilitate professional development sessions per term to and ensure teachers have access to research-informed best practices to build teacher capability. Evidenced by an 100% of teachers reporting increased knowledge and ability in applying these strategies. (Survey Questions AIP 2025 measured via pre and post surveys).
	• Conduct reviews of AIP and PLC goals each term to review progress and plan next steps.
	
	<table><tr><th>Monitoring</th><th colspan="4">Green – On track, Yellow - Under way, Red – Yet to commence</th></tr><tr><th>Action</th><th>Term 1</th><th>Term 2</th><th>Term 3</th><th>Term 4</th></tr><tr><td>1</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td></td><td></td><td></td><td></td></tr><tr><td>3</td><td></td><td></td><td></td><td></td></tr></table>

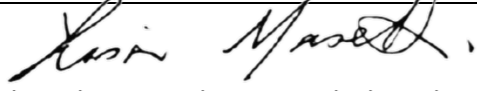|	
Resources Human: • Leadership Team support (Principal, Deputy Principals, HOD-C Curriculum and HOI) to facilitate and lead capability development of staff • Support teachers to assist with co-teaching opportunities and Case Management of students P-6 • Inclusion Team support (co-teaching and intervention) to increase precise instruction for all students • Regional support personal to assist with complex student needs. I.e., Positive Pathways Financial: • Professional Development (internal and external) for leaders, teachers and TAs, including release costs. E.g., Collaborative planning, ACMs, Data Conversations, Co-teaching Cycle, Golden Hour, Twilight Sessions and Staff meetings. Focus areas: SOR, Digital innovation in teaching and learning and MTSS • Cost of resources to support the introduction and implementation of Science of Reading (SOR) • Choice Theory Basic Training professional learning for Leadership Team Physical: • Resources to support high quality reading instruction. E.g., Decodable texts, Bump it Up Walls • Resources for inclusion, cultural resources for teaching, diverse learners EAL/D/ First Nations	**Maintain or improve on relative measures:** • English and Mathematics B+ in Starting strong and Building on Foundations. • Attendance Rate • Sense of belonging • Increase % of students 'I am interested in my school work' **Capability building**: Increase staff knowledge/understanding and ability to implement: • MTSS • Differentiation strategies • Analysing data • Pedagogical practices for learning (PP4Ls) *(Staff survey completed February 2025 to obtain baseline data)* <table><tr><th></th><th colspan="2">English B+ S2</th><th colspan="2">Mathematics B+ S2</th></tr><tr><th></th><th>2024</th><th>2025</th><th>2024</th><th>2025</th></tr><tr><td>**Starting Strong (P-Yr. 2)**</td><td>92.4%</td><td>94%</td><td>94.4%</td><td>96%</td></tr><tr><td>**Building on foundations (Yr. 3-6)**</td><td>79.8%</td><td>82%</td><td>89.3%</td><td>91%</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr><tr><td>**Attendance Rate (P-Yr. 6)** School</td><td colspan="2">School</td><td>94.4%</td><td>97%</td></tr><tr><td>**QEW Survey School (Years 4-6)**</td><td colspan="2">Sense of belonging</td><td>2024 69%</td><td>2025 79%</td></tr><tr><td>**School Opinion Survey (Yrs. 5-6)**</td><td colspan="2">*'I am interested in my school work'.*</td><td>2024 65.7%</td><td>2025 75%</td></tr></table>

Principal _(signature)_   **P&C President** *Kylie Macfarlane*   **School Supervisor Approvals** _(signature)_

This plan was developed in consultation with the school community and meets school needs and systemic requirements.